

# Linking Leadership to Instruction

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# LEADERSHIP

## for the 21st Century



## Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

### Standards of Learning

#### English

Oral Language K.1, K.2, K.3,  
1.1, 1.2, 1.3, 2.2, 2.3  
Writing K.11, 1.11, 1.12

#### History/Social Science

History K.2  
Civics K.8, 1.12, 2.10, 2.12

#### Mathematics

Geometry K.11, 1.16, 1.17

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

EC.1: Self-description

### Instructional Activity or Strategy

#### Arts for Awareness of Self and Others

Young children, who may prefer to communicate with pictures and “Let’s pretend” rather than reading and writing, should find these activities helpful in deciding who they are, who others are, and how they both fit into their various communities (family, classroom, school).

##### *I’m Glad To Be Me:*

Have students sit in a circle. Have them pass a puppet or other prop around to signal whose turn it is to talk.

The first student says, “I’m glad to be me because...”

The second student says, “\_\_\_\_\_, you are glad to be you because..., and I’m glad to be me because...” Repeat around circle.

##### *Community Mural*

Have students draw their own home and family as part of a mural of the community.

##### *What-I-Can-Do Mobile*

Have students trace or draw and cut out geometric shapes. Have them draw or cut out pictures of things they can do well and paste them on the figure cutouts. Have them write sentences beginning, “I can...” and paste them on the geometric cutouts as well. Have them punch holes in their geometric cutouts and string them on to a hanger to make a mobile.

##### *Discovery Book*

Write the name of each child on a separate page of a notebook. Introduce the term *discovery* as “something you learn that you never knew before.” Over several days, have students identify, for example, family members, likes and dislikes, and strengths and weaknesses. After several days, gather in a circle. Have children write or dictate words, phrases, or sentences they remember that describe themselves or others, and assign these ideas to the appropriate page.

### Teacher’s Notes

## Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

### Standards of Learning

#### English

Oral Language K.1, K.2, K.3,  
1.1, 1.2, 1.3, 2.2, 2.3

#### History/Social Science

Civics K.2, K.8, 1.10, 2.10

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### Leadership Student Expectations

EC.1: Self-description  
EC.2: Responsible behaviors

### Instructional Activity or Strategy

#### Let's Read about Feelings and Behaviors

Books and activities associated with young children help them describe pleasant and unpleasant feelings and actions through visual representation and verbal expression. These stories emphasize respect for the feelings of self and others.

##### *I Like Me*

After reading aloud *I Like Me* by Nancy Carlson, have students paste photographs of themselves on a 12" x 18" sheet of poster paper. Then have them cut out pictures or words from magazines to describe themselves (e.g., their feelings, interests, family, friends). Have students share their individually created posters with the class.

##### *How To Lose All Your Friends*

As students listen to the story *How To Lose All Your Friends* by Nancy Carlson, have them answer questions such as

- Why would this behavior cause you to lose your friends?
- What could you do differently to earn friendship?
- Distribute a handout with one column titled Qualities That Build Walls between Friends, and one column titled Qualities That Build Bridges between Friends. Students brainstorm to fill in both columns.

##### *Dandelion*

As students listen to the story *Dandelion* by Don Freeman, have them identify all the feelings experienced by the lion on a particular day, including happy, sad, angry, proud, left out, and scared. Each time they name a feeling, students place a "Dandelion feeling face" on the chalkboard. A discussion focuses on the many feelings everyone experiences each day and how feelings change according to events of the day.

##### Resources

Carlson, Nancy L. *I Like Me*: Viking Children's Books, 1997.  
Carlson, Nancy L. *How To Lose All Your Friends*: Econo-Clad Books, 1999.  
Freeman, Don. *Dandelion*: Puffin, 1987.

##### Teacher's Notes

## Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

### Standards of Learning

#### Science

Scientific Investigation,  
Reasoning, and Logic  
K.1, 1.1, 2.1

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### Leadership Student Expectations

EC.3: Ways to work with others

### Instructional Activity or Strategy

#### What Do I See?

This activity helps students improve their observation skills and introduces the concept of perspective or point of view.

#### Steps to Complete the Activity

Have pairs of children sit facing each other. One partner plays *actor*; the other plays *mimic*. The mimic must imitate the actor's behavior exactly, copying every action and expression. Pairs then switch roles—the actor becomes the mimic, the mimic becomes the actor.

#### Discussion

Which was easier, being the actor or being the mimic?

Which did you like better?

#### Resources

Feshbach, Norma Deitch, Seymour Feshbach, Mary Fauvre, and Michael Ballard-Campbell. *Learning To Care: Classroom Activities for Social and Affective Development*. Glenview, IL: Good Year Books, 1983.

### Teacher's Notes

## Early Childhood: Kindergarten-Grade 2 Developing Knowledge of Self and Others

### Standards of Learning

#### English

Oral Language K.1, K.2, K.3,  
1.1, 1.2, 2.3

Reading/Literature K.8, 1.7,  
1.9, 2.7, 2.8

Writing 1.12, 2.11

#### History and Social Science

Civics K.8, 1.10, 2.10

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### Leadership Student Expectations

EC.1: Self-description  
EC.2: Responsible behavior  
EC.3: Ways to work with others

### Instructional Activity or Strategy

#### ATFRC

ATFRC (Action, Thoughts, Feelings, Reaction, Consequences) is a tool to help students think through an incident or event. As an action takes place, a person has thoughts about what happened and experiences feelings that correspond to those thoughts. This becomes the foundation for a reaction to the perceived situation, which then precipitates consequences. The ATFRC tool helps students analyze and resolve conflict by charting thoughts, emotions, and behavior and suggesting alternatives.

#### Example:

After reading or listening to *Yertle the Turtle*, the class creates an ATFRC graphic organizer that charts an alternative solution to a problem.

Action: Yertle surveys his kingdom.

Thought: My kingdom is too small. I'm ruler of all I can see, but I can't see far enough.

Feeling: Yertle is frustrated and angry.

Reaction: Yertle orders all turtles to make a stack so he can climb up and see a great distance all around.

Consequence: The stack falls, Yertle gets stuck in the mud, and no one cares.

Children may come up with a suggested alternative such as the following:

Action: Yertle surveys his kingdom.

Thought: I'm ruler of all I can see.

Feelings: Yertle is satisfied.

Reaction: Yertle declares a holiday.

Consequence: All the turtles are happy.

After using the model, students can apply it to other situations throughout the year.

#### Resources

Dr. Seuss. *Yertle the Turtle and Other Stories*. New York: Random House, 1958.

CivicQuest. *Learning Leadership: A Curriculum Guide for a New Generation Grades K-12*. A Joint Project of the Center for Political Leadership and Participation, University of Maryland at College Park, and John F. Kennedy High School. Silver Spring, MD, 1996.

#### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2

### Defining Leadership

#### Standards of Learning

##### English

Oral Language K.2, 1.2, 2.3

Writing 1.12, 2.11

##### History and Social Science

History K.1, 1.2, 1.3

Civics K.8, 1.10, 1.12, 2.10,  
2.11, 2.12

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#### Leadership Student Expectations

EC.4: Characteristics of  
leaders

#### Instructional Activity or Strategy

##### My Hero

A schoolwide story-writing contest focusing on each child's chosen hero can introduce the characteristics of leaders and the factors that make a person a hero. Children can also identify their own leadership traits and behaviors.

##### Steps to Complete the Activity

Ask the student authors of the essays to include answers to the following questions.

Children may dictate their papers.

- Who is your hero?
- What happened to make this person a hero?
- When did he or she live?
- Why is the person your hero?
- In what ways are you like and different from your hero?

##### Resources

Teacher-selected stories about heroes; fiction or nonfiction, historical or present-day

##### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2

### Defining Leadership

#### Standards of Learning

##### English

Oral Language K.1, 1.1, 2.1

##### History and Social Science

History 2.2

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#### Leadership Student Expectations

EC.3: Ways to work with others

EC.4: Characteristics of leaders

EC.5: Role of the follower

#### Instructional Activity or Strategy

##### Totem Pole

This activity helps children understand the role of leader and follower within the context of work groups. To begin, explain that totem poles were used by some Indian (first American) tribes to honor a person or to tell a story.

##### Steps to Complete the Activity

- Divide the class into groups of three or four, and give each group a box. Have the group decide what color or colors to paint the box.
- When the paint is dry, set out glue and art junk materials. Have each group decide how they will make a face on and otherwise decorate the box. When they have made the necessary decisions, they begin work.
- Have students stack the boxes, largest to smallest, to make a totem pole.
- Have each group make up a story about their totem pole.

##### Discussion

What part of the project did you like best?

How did you decide what your group would do?

Did you have problems in your group? How did you solve them?

##### Materials

Boxes of different sizes, paint, white glue, art junk (paper scraps, cardboard tubes, fabric, spools, Styrofoam)

##### Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom*. Glenview, IL: Good Year Books, 1984.

#### Teacher's Notes



## Early Childhood: Kindergarten—Grade 2

### Defining Leadership

#### Standards of Learning

##### Mathematics

Measurement K.10, 1.12

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#### Leadership Student Expectations

EC.3: Ways to work with others

EC.4: Characteristics of leaders

EC.5: Role of the follower

#### Instructional Activity or Strategy

##### Fairy Tale Math

This activity is similar to the Totem Pole activity and as such, emphasizes group problem solving.

##### Steps to Complete the Activity

After students listen to the Rapunzel fairy tale, groups answer the question, “How long is Rapunzel’s hair?” Have each group measure a long braid of yarn with a nonstandard unit of measure. The group must select their unit of measure (e.g., paper clip, foot length, hand span, block, pencil).

After measurements are completed, students make a chart comparing the length of Rapunzel’s hair as measured by different nonstandard units.

##### Discussion

- What part of the project did you like best?
- How did you decide what your group would do?
- Did you have problems in your group? How did you solve them?

##### Resources

ProTeacher. <http://www.proteacher.net/dcforum/kindergarten/205.html>

##### Teacher’s Notes

## Early Childhood: Kindergarten—Grade 2

### Defining Leadership

#### Standards of Learning

##### English

Writing K.11, 1.12, 2.11

##### History and Social Science

Economics K.6, K.7, 1.7, 2.7

Civics K.8, 1.10, 2.10

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#### Leadership Student Expectations

EC.4: Characteristics of leaders

EC.5: Role of the follower

EC.6: Effect of setting on leadership roles

#### Instructional Activity or Strategy

##### Building a City

Students organize the classroom as a city or town and act the roles of community members during the course of daily classroom interactions.

##### Steps to Complete the Activity

Using the story *Curious George Takes a Job*, students list all the jobs needed to run a city. Students brainstorm all the jobs needed in the classroom and school. Students sign up for jobs but should rotate jobs periodically. They evaluate the importance and the leadership challenges of each role.

At the end of the year, students put together an instruction book for next year's class on how to organize and run the classroom as a city.

##### Resources

*Curious George Takes a Job*. Hans Augusto Rey. Houghton Mifflin, 1974.

For more details about organizing the classroom as a city:

CivicQuest. *Learning Leadership: A Curriculum Guide for a New Generation Grades K-12*. A Joint Project of the Center for Political Leadership and Participation, University of Maryland at College Park, and John F. Kennedy High School, Silver Spring, MD, 1996.

##### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language K.1, K.2, 1.1, 1.2, 2.1, 2.2,  
Reading/Literature K.8, 1.9, 2.7, 2.8

##### History and Social Science

Civics K.8, 1.10, 2.10

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#### Leadership Student Expectations

EC.2: Responsible behaviors  
EC.8: Decision-making skills

#### Instructional Activity or Strategy

#### Read to Me: Stories about My Responsible Behaviors

These stories define some characteristics of leadership (compassion, fairness, honesty, integrity, responsibility, respect, trustworthiness, self-discipline) for young children. The stories provide the opportunity for follow-up discussion and practice of behaviors that illustrate the characteristics.

##### Resources

Stories are recommended in *Character Education, Ideas and Activities for the Classroom*. Greensboro, NC: Carson-Dellosa.  
<http://www.carsondellosa.com/ProductDetailed.asp?CDCCode=CD7318>.

##### Compassion

*Now One Foot, Now the Other*. Putnam, 1988.

*The Rainbow Fish*. North-South Books, 1996.

##### Fairness

*Connie Came to Play*. Jill Paton Walsh. Viking Children's Books, 1996.

*No Fair*. Caren Holtzman and Marilyn Burns. Cartwheel Books, 1997.

##### Honesty

*A Big Fat Enormous Lie*. Marjorie Weinman Sharmat. EP Dutton, 1993.

*Believing Sophie*. H. J. Hutchens. Albert Whitman and Co., 1995.

##### Integrity

*Alexander and the Terrible Horrible No Good Very Bad Day*. Judith Viorst. Atheneum, 1976.

*Ruby the Copycat*. Peggy Rathman. Scholastic Trade, 1991.

##### Responsibility

*Airmail to the Moon*. Tom Birdseye. Holiday House, 1988.

*The Berenstain Bears and the Blame Game*. Stan and Jan Berenstain. Random House, 1997.

##### Respect

*Badger's Bring Something Party*. Hiawyn Oram. Lothrop, Lee & Shepard, 1995.

*My Way Sally*. Penelope Paine and Mindy Bingham. Advocacy Press, 1988.

##### Trustworthiness

*Horton Hatches an Egg*. Dr. Seuss. Random House Books for Young Readers, 1987.

*Strega Nona*. Tomie de Paola. Simon & Shuster, 1997.

##### Self-Discipline

*Alexander, Who Used to Be Rich Last Sunday*. Judith Viorst. Simon & Shuster, 1980.

*Lilly's Purple Plastic Purse*. Kevin Henkes. Greenwillow Books, 1996.

#### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language K.1, K.2, 1.1, 1.2, 2.1, 2.2

#### Complete SOL Correlations

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#### Leadership Student Expectations

EC.7: Communication skills  
EC.8: Decision-making skills  
EC.9: Goal setting

#### Instructional Activity or Strategy

##### Storytelling

The technique of storytelling helps young children distance themselves from a conflict so they can discuss their behavior calmly and listen to suggestions for cooperation.

##### Steps to Complete the Activity

- Tell the story of the conflict situation, using a “once upon a time” format.  
*Example:* Once upon a time, Tyler and Matthew were playing outside and they both wanted to play on the swing. They got mad and started to yell at each other.
- When the story reaches the point of conflict, stop and ask the class for suggestions of how to solve the problem.
- Incorporate one of the suggestions into the story, and bring it to its conclusion.  
*Example:* Well, that’s just what they did. They flipped a coin to see who would swing first, and then they took turns.
- Ask the real participants if this solution would work for them and if they will use it the next time they disagree.
- Ask the class to set a goal to resolve conflicts peacefully and to add this solution as a strategy.

##### Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom*. Glenview, IL: Good Year Books, 1984.

##### Teacher’s Notes

## Early Childhood: Kindergarten—Grade 2

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language K.1, K.2, 1.1, 1.2, 2.2, 2.3

##### Mathematics

Geometry K.11, 1.16, 1.17

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- CTE Program Areas

#### Leadership Student Expectations

EC.7: Communication skills

#### Instructional Activity or Strategy

##### Do As I Say

This activity provides practice in giving and following directions.

##### Steps to Complete the Activity

Have each student

- Select one card containing a picture of a geometric shape. In two minutes, draw a picture or design that includes the figure.
- Find a partner, but do not share the picture. Decide which partner will first be the speaker and which will be the writer.
- Go to the chalkboard as the teacher calls on the pair. The speaker describes his or her picture so that the writer can reconstruct it only from the words. When the pair is finished, compare the original picture with the reconstructed one. Then, switch roles and repeat.

**Note:** The teacher may wish to let students at this level ask questions and clarify directions as they proceed.

##### Discussion

- How much did the writer's picture look like the speaker's picture?
- What can we do to give better directions?
- What can we do to listen more effectively?

##### Materials

Cards with geometric shapes, such as a circle, half-circle, rectangle, and triangle

##### Resources

Cihak, Mary K., and Barbara J. Heron. *Games Children Should Play*. Glenview, IL: Good Year Books, 1980.

#### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 2.1, 2.2

Reading/Literature 2.8

##### History and Social Science

Civics K.8, 1.10, 2.10

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#### Leadership Student Expectations

EC.2: Responsible behaviors

EC.7: Communication skills

#### Instructional Activity or Strategy

##### We Trust Each Other

A pair of students goes to the chalkboard. Student A faces the class (back to the board) while B writes a positive comment about him or her. A turns around and reads the comment aloud.

##### Discussion

When everyone has had a chance to write and be written about, discuss the concept of trust and trustworthiness.

##### Resources

This activity may be combined with the Read to Me activity, using stories suggested for trustworthiness in *Character Education, Ideas and Activities for the Classroom*. Carson-Dellosa Publishing Company, Inc., <http://www.carsondellosa.com>.

Additional activities focusing on trust are found in Rosebaum, Sindy. *Stepping into Yourself*. Glenview, IL: Good Year Books, 1989.

##### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2

### Practicing Leadership through Service

#### Standards of Learning

##### History and Social Science

Civics K.8, 1.10, 1.12, 2.10, 2.12

Economics K.7, 1.7

##### Science

Resources K.10, 1.8

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#### Leadership Student Expectations

EC.11: Citizenship

EC.13: Community service

#### Instructional Activity or Strategy

##### Helping Others Is Fun

The following activities enable students in K-2 to understand their place as citizens of a larger community by helping others. By assuming an active role in classroom or school efforts to share resources and benefit people in need, students gain valuable experience as followers and observe others as they exhibit leadership qualities.

##### Suggestions/Ideas

- Participate in a musical concert, talent show, game, or conversation during a visit to a nursing/convalescent home.
- Participate in a clean-up day at school.
- Share artwork for display with school business partners, such as banks, medical offices, and restaurants.
- Act as a teacher, library, clinic, or office assistant for a day.

#### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language K.3, 1.1, 1.3, 2.3

Writing K.11, K.12, 1.11, 1.12, 2.11

#### History and Social Science

Economics K.7, 1.10

Civics 1.12, 2.10, 2.12

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### Leadership Student Expectations

EC.10: Community/  
community needs

EC.12: Protection and caring

EC.13: Community service

### Instructional Activity or Strategy

#### Adopt a Grandparent

This activity allows young students the opportunity to become acquainted with older citizens and to gain intrinsic rewards from giving to others.

#### Steps to Complete the Activity

- Have individual students, pairs, or small groups of students adopt a resident of a local nursing home or hospital.
- Have the students make each resident a goody bag containing items for everyday use (e.g., toothbrush, toothpaste, comb, packaged snack, notepaper, calendar) and decorate a paper bag or box to hold the items.
- Have students take a field trip to the nursing home to deliver the bags. Once they meet their adopted resident, they may keep in touch by sending a birthday card, holiday greetings, and school picture.

#### Materials

Paper bags or small boxes, stickers or other decorations

#### Resources

### Teacher's Notes



## Early Childhood: Kindergarten—Grade 2 Practicing Leadership through Service

### Standards of Learning

#### English

Writing K.11, 1.12, 2.11

History and Social Science  
Civics K.8, 1.10

#### Mathematics

Computation and Estimation  
2.7, 2.9

Measurement K.10, 1.14,  
2.15

Probability and Statistics  
K.14, 1.18, 2.23

#### Science

Resources K.10, 1.8

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### Leadership Student Expectations

EC.11: Citizenship  
EC.12: Protection and caring  
EC.13: Community service

### Instructional Activity or Strategy

#### Recycling Papers

This activity enables young students to participate in a community project.

#### Steps to Complete the Activity

- Discuss the importance of recycling by identifying uses of recycled products.
- Have students make posters to encourage recycling as part of a school-wide ad campaign.
- Have the class decorate one or more boxes to collect newspapers and/or mixed paper for recycling.
- Each week, place a different student in charge of collecting the papers and taking the box to the office to be picked up (or taken to a central location) for recycling.
- Visit a recycling plant or invite a guest speaker to explain how recycling works.
- Allow students to observe as their collection of paper is weighed.
- Have students record the weight and chart it over time. At the end of the school year, have students total the weight of all paper to be recycled.

#### Teacher's Notes

## Early Childhood: Kindergarten—Grade 2 Practicing Leadership through Service

### Standards of Learning

#### English

Writing K.11, K.12, 1.12,  
2.11, 2.12

#### History and Social Science

Economics k.6, K.7, 1.7, 1.8  
Civics K.8, 1.10, 1.12, 2.10,  
2.12

#### Mathematics

Probability and Statistics  
1.18, 2.23

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Education, and Driver  
Education
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### Leadership Student Expectations

EC.10: Community/  
community needs  
EC.12: Protection and caring

### Instructional Activity or Strategy

#### Schoolwide Drives

This activity provides an opportunity for young students K-2 to assume a leadership role in the school.

#### Steps to Complete the Activity

- Discuss a number of options for a schoolwide drive (e.g., used books for a children's hospital; food items for a local food bank; winter wear such as mittens, scarves, coats, and heavy socks for a community clothes closet), and select one to organize and carry out.
- Publicize the drive by making posters and writing announcements for broadcast to all students and school staff.
- Design collectors such as boxes or clothes trees and distribute them to rooms in the school.
- Arrange for delivery of the items.
- Design and keep a progress chart during the drive.
- When the project is complete, publicize the results and thank all contributors.

#### Teacher's Notes

# Linking Leadership to Instruction

## Sample Activities for Elementary School: Grades 3-5

### Developing Knowledge of Self and Others

Taking a Good Look at Me and You .....	39
Ergo .....	40
Let's Fly a Kite .....	41
So What Do You Want? .....	42

### Defining Leadership

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# LEADERSHIP

## for the 21st Century



## Elementary School: Grade 3-Grade 5

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3

Writing 3.10, 4.7, 5.8

History and Social Science  
Civics 3.10, 3.12

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

ES.1: Self-image  
ES.2: Group interaction  
ES.3: Needs and concerns of others

#### Instructional Activity or Strategy

#### Taking a Good Look at Me and You

Students use creative activities to increase awareness of their self-image as individuals and group members and of others as friends and teammates.

##### Suggestions/Ideas

##### *Wanted Poster*

This activity helps students become aware of the characteristics that make each person unique. Have each student attach a personal picture to a 12- x 18-inch piece of construction paper. The student adds his or her name, physical description, and characteristics such as interests, talents, strengths and weaknesses, and opinions. Post around the room.

##### *Role Play: Feelings and Choices*

This activity helps students recognize how feelings affect their choices and actions. Prepare index cards describing positive and negative situations. (Examples: Your best friend broke her arm. The teacher asks you to talk in class. Someone called you a bad name.) Have pairs of students pick a card and role play their response.

##### *Pictures of Differences and Similarities*

This activity helps students realize that while each person is unique, people have similarities as well. Pairs of students think of eight ways they are alike and different. They draw or attach a photograph of each partner and write descriptive statements highlighting differences and similarities between the two.

##### *Friend Commercial*

This activity allows students to reinforce others' positive feelings about themselves and help meet the needs of fellow students for friendship, approval, and acceptance. After discussing some familiar commercials, divide the class into pairs. Ask each partner to compose a commercial about the other, telling what characteristics the person has that would make him or her, for example, a caring friend, an effective leader, a good citizen, or a contributing team member.

#### Teacher's Notes

## Elementary School: Grade 3-Grade 5

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 3.1, 4.1, 5.1

Writing 3.10, 4.7, 5.8

#### Complete SOL Correlations

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- CTE Program Areas

#### Leadership Student Expectations

ES.3: Needs and concerns of others

#### Instructional Activity or Strategy

##### Ergo

This activity helps students realize the danger in assuming knowledge of others' feelings without adequate information.

##### Steps to Complete the Activity

- Explain that *ergo* is a Latin word meaning *therefore*.
- Have students write endings to a variety of incomplete sentences, such as  
He laughed loudly; ergo...  
She ran away; ergo...  
She started to cry; ergo...
- Have students discuss their ergo responses.

##### Discussion

- How did you come up with your response?
- How did your own feelings and experiences influence your responses?
- What other information is necessary to draw informed conclusions?
- How can you get this information?

##### Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6*. Glenview, IL: Good Year Books, 1984.

##### Teacher's Notes

## Elementary School: Grade 3-Grade 5

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Writing 3.10, 4.7, 5.8

##### History and Social Science

Civics 3.10, 3.11

##### Mathematics

Geometry 4.16, 5.14

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#### Leadership Student Expectations

ES.1: Self-image

#### Instructional Activity or Strategy

##### Let's Fly a Kite

This activity gives students a chance to celebrate their good deeds and unselfish behaviors, thereby boosting self-confidence.

##### Steps to Complete the Activity

Have each student

- Draw and cut out a kite (a quadrilateral).
- Divide the kite into four sections by drawing two perpendicular lines that bisect opposite angles. Label the sections as follows (or with similar phrases):
  - I'm proud of things I've done for my friends:
  - I'm proud of things I've done for my family:
  - I'm proud of things I've done in school:
  - I'm proud of things I've done for my community:
- List in the appropriate section one or more deeds recently performed.
- Add a tail made out of yarn and decorate the kite as desired.

Post kites around the room.

##### Materials

12- x 18-inch construction paper, scissors, magic markers, yarn, glitter, and other decorations

##### Resources

Idea for "I'm Proud" celebration comes from Cihak, Mary K., and Barbara J. Heron. *Games Children Should Play*. Glenview, IL: Good Year Books, 1980.

#### Teacher's Notes

## Elementary School: Grade 3-Grade 5

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 3.1, 4.1, 5.1

##### History and Social Science

Economics 3.9

#### Complete SOL Correlations

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- CTE Program Areas

#### Leadership Student Expectations

ES.1: Self-image

#### Instructional Activity or Strategy

##### So What Do You Want?

This activity focuses on the importance of making and defending quick choices concerning personal preferences.

**Note 1:** A helper is needed for this activity.

**Note 2:** This activity can be adapted to involve beliefs and values, political issues, or the difference between voting and consensus.

##### Steps to Complete the Activity

- Explain personal preferences by distinguishing them from important decisions that call for discussion with others and a search for information. These choices should not be influenced by the group, even if a person is alone in a particular preference.
- Have all students gather in the middle of the room. Teacher and helper stand on opposite sides of the room.
- Teacher and helper each hold up a card with a clearly delineated choice. For example, one card says *chocolate* and the other says *vanilla*, or one card says *SUV* (sport utility vehicle) and the other says *convertible*. Students must choose to go to one side or the other quickly.
- Have students meet again in the middle of the room and allow one student at a time to give one reason for his or her choice. Move to the next topic.

##### Discussion

- How hard is it to state your opinion in the group?
- What factors influence you to choose one item over another?

##### Materials

5- x 8-inch index cards

##### Resources

Cihak, Mary K., and Barbara J. Heron. *Games Children Should Play*. Glenview, IL: Good Year Books, 1980.

##### Teacher's Notes



## Elementary School: Grade 3-Grade 5

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 3.2, 4.2, 5.3  
 Reading/Literature 3.5, 3.6,  
 3.7, 4.4, 4.5, 4.6, 5.6, 5.7  
 Writing 3.9, 3.10, 4.7, 5.8

##### History and Social Science

History 3.3  
 Civics 3.11  
 Virginia Studies VS.5, VS.6,  
 VS.7, VS.9  
 U.S. History to 1877 USI.6,  
 USI.9

#### Complete SOL Correlations

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 Standards of Learning and  
 Career and Technical  
 Education courses to the  
 Leadership Student  
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 include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

#### Leadership Student Expectations

ES.4: Characteristics of  
 leaders  
 ES.5: Role of the follower

#### Instructional Activity or Strategy

##### Wax Museum

This activity helps students examine leadership traits, the flexible nature of followers, and the role of context (environment or changing situations) in leadership.

##### Steps to Complete the Activity

- Have students read books about or otherwise perform research on historical or present-day leaders, based on current Standards of Learning requirements. Students compose reports on the results of their research.
- Have each student dress up as a selected leader. Attach an INFORMATION button to the student's shoulder.
- Assign each student to a certain spot. Explain that wax figures must stand posed until someone pushes their button.
- Invite parents and school patrons to attend the wax museum. When a patron pushes a button, the student recites and/or acts out information about his or her particular leader.

##### Resources

Grade- and subject-appropriate biographies of leaders  
 Access to Internet

##### Teacher's Notes

## Elementary School: Grade 3-Grade 5

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 3.2, 4.2, 5.3  
 Reading/Literature 3.5, 3.7,  
 4.5, 4.6, 5.5, 5.7  
 Writing 3.10, 4.7, 5.8

##### History and Social Science

History 3.1, 3.2, 3.3  
 Civics 3.11  
 Virginia Studies VS.4, VS.5,  
 VS.6VS.7, VS.8  
 U.S. History to 1877 USI.3,  
 USI.4, USI.5

#### Complete SOL Correlations

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 Career and Technical  
 Education courses to the  
 Leadership Student  
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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

#### Leadership Student Expectations

ES.4: Characteristics of  
 leaders  
 ES.6: Role of environment in  
 the process of leadership

#### Instructional Activity or Strategy

##### Historical Cooperation

This activity focuses on instances of cooperation—as opposed to conflict—between groups in a variety of historical time periods and the factors that made the cooperation possible.

##### Steps to Complete the Activity

- Divide the class into groups. Assign each group a historical time and place to search. (Examples may include Ancient Greece or Rome, the Virginia colony, or other periods in the grade-level course of study.)
- Have each group research the assigned period and discover five examples of cooperation among the people of the time (within or among historical groups). Examples may include economic cooperation (money from France to support the American Revolution), political cooperation (the Constitutional Convention), and social cooperation (the Underground Railroad).
- Have students present their information through oral and written reports, models, or other displays.

##### Discussion

- How did you find examples of cooperation?
- What characteristics did the leaders have that made cooperation possible?
- What are some modern examples of cooperation among groups, and how are they similar to or different from the historical examples?

##### Resources

History texts, references, access to Internet  
 Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom K-6*. Glenview, IL: Good Year Books, 1984.

#### Teacher's Notes

## Elementary School: Grade 3-Grade 5

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3  
Writing 3.10, 4.7, 5.8

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

ES.4: Characteristics of leaders

#### Instructional Activity or Strategy

##### Behind the Scenes at School

This activity provides an opportunity for students to meet adult school leaders and observe them in action.

##### Steps to Complete the Activity

Prior to a visit to various school departments, students study the jobs involved in running the local school. They develop an interview sheet to guide their questions of school leaders. (Examples of questions may include, “How did you become the \_\_\_\_\_?” “What do you think makes you a good school leader?” “What advice would you give young people who want to contribute to the school?”)

Groups of students visit the school departments, observe leaders at work, and interview selected leaders such as the principal, assistant principals, cafeteria manager, head custodian, school secretary, school crossing guard, bus drivers, librarian, school nurse, and guidance counselor. If possible, arrange for small groups or individual students to shadow a leader as he or she works through a morning or afternoon.

To conclude the project, students develop a booklet or written report about the person who, in their opinion, is the most impressive leader, describing his or her job, characteristics, and contributions to the school.

##### Resources

Civics reference, access to the Internet

#### Teacher’s Notes

## Elementary School: Grade 3-Grade 5

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1  
 Reading/Literature 3.5, 3.7, 4.4, 4.6, 5.6, 5.7  
 Writing 5.8

##### History and Social Science

History 3.3  
 Virginia Studies VS.3, VS.4, VS.5  
 U.S. History USI.6

#### Complete SOL Correlations

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- Fine Arts
- Foreign Language
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- CTE Program Areas

#### Leadership Student Expectations

ES.4: Characteristics of leaders  
 ES.5: Role of the follower  
 ES.6: Role of environment in the process of leadership

#### Instructional Activity or Strategy

##### Where No One Has Gone Before

This activity focuses on explorers and what makes them persevere in the face of hardship to accomplish their goals.

##### Steps to Complete the Activity

Discuss the concept of exploration, introducing the idea that discovery of new lands is just one type of exploration and that people who search for new information, expand understanding of people and issues, and work for social change are also explorers. Depending upon topics under study, examples could range from Galileo and Pythagoras to Gandhi and Mother Teresa as well as the famous English, Spanish, and French explorers of the New World.

Have small groups of students

- Read articles or a biography of a historical or modern explorer in a field of interest.
- Develop an interview guide that includes questions about the reasons the explorer began his or her work; obstacles the explorer had to overcome to succeed; the support (or lack of support) extended by family; colleagues and others; and the factors that led to success.
- Select a member of the team to portray the explorer on a classroom talk show, as interviewed by the other members of the team.

##### Resources

Historical references, access to the Internet

#### Teacher's Notes

## Elementary School: Grade 3-Grade 5

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3

Reading/Literature 3.5, 3.6, 3.7, 4.5, 4.6, 5.6, 5.7

Writing 3.10, 4.7, 5.8

##### History/Social Science

Standards of Learning will vary according to course of study.

##### Mathematics

Probability and Statistics 3.21, 3.22, 4.20, 5.18 (if mathematical visual aids such as graphs, tables, or charts are used)

#### Complete SOL Correlations

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- Mathematics
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- Foreign Language
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- CTE Program Areas

#### Leadership Student Expectations

ES.7: Communication skills

ES.8: Decision-making skills

#### Instructional Activity or Strategy

##### Group Debate

Group debates enhance a student's organizational and communication skills, which are vital to effective leadership. Selected students debate issues ranging from historical questions to social issues, and other classmates write majority or minority opinions.

##### Steps to Complete the Activity

- Assign a topic of debate. Example: Should western Virginia have separated to form another state?
- Break into two groups, one for and one against the issue.
- Have groups research the issue.
- Have groups focus the debate by subtopics. Examples: Politics, lifestyle, slavery, taxation
- Ask students to exchange ideas within the group.
- Have each group choose one person to debate each subtopic. Debater will have two minutes to present and one minute to argue the subtopic. Debater may use visual aids such as graphs, tables, or charts.
- Have each group choose one person to summarize the information presented and debate the original question.
- Award the debate to the group that presents the more convincing argument in terms of accuracy and adequacy of information and presentation effectiveness.
- Have nondebaters write a paragraph stating their opinion on the question, addressing all subtopics.

To conclude the activity, have students examine the process and identify examples of leadership displayed during the planning, delivery, and evaluation of the debate.

- What do you think qualified particular students to be leaders?
- Did the leader of the group encourage and try to include everyone's contribution?
- Were the people who spoke in the debate the leaders?
- Were you a leader during any phase of the assignment?
- Would you like to be a leader in a similar assignment?

##### Teacher's Notes

## Elementary School: Grade 3-Grade 5 Developing Leadership Skills and Practices

### Standards of Learning

#### English

Oral Language 3.1, 4.1, 5.1

Writing 3.10, 4.7, 5.8

### Complete SOL Correlations

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- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

ES.9: Long-term goals

### Instructional Activity or Strategy

#### Setting a Goal

The purpose of this activity is to help students focus on the future and understand the importance of planning, action, and evaluation in reaching a goal.

#### Steps to Complete the Activity

Define a goal as something one intends to do or achieve.

Explain that people set goals as a way of organizing priorities and managing time.

Introduce a variety of goal statements such as “Raise my math grade one letter grade,”

“Buy a new CD,” and “Learn the basics of tennis.”

Have students

- As practice, brainstorm specific strategies to accomplish each goal, discuss obstacles they might encounter, and determine ways to overcome the obstacles. Emphasize that situations sometimes make it necessary to modify goals.
- Set an individual goal that will take a month to complete. The goal must be realistic and be something the student can share with the class. Develop objectives and strategies for meeting the goal (information to gather or action to take to meet each objective, resources needed, and a time line).
- Evaluate the goal each week to determine progress made. Keep a log of actions taken, obstacles encountered, and problems solved.
- At the end of the month, report on success in reaching goals.
- As a class, compile a list of criteria for effective goal statements and do’s and don’ts for goal setting.
- As individuals, set a long-term goal (for a year or more in the future), writing a goal statement, objectives, and strategies.

#### Teacher’s Notes

## Elementary School: Grade 3-Grade 5

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 3.1, 4.1, 5.1

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#### Leadership Student Expectations

ES.7: Communication skills

ES.8: Decision-making skills

#### Instructional Activity or Strategy

##### Arguments vs. Discussions

This activity helps students distinguish between arguments and discussions and emphasizes the benefits of discussion as a prelude to decision making and problem solving.

##### Steps to Complete the Activity

- Ask students the difference between an argument and a discussion, and write their ideas on the board. If necessary prompt them with suggestions about tone of voice, body language, and vocabulary.
- Make a list of practice topics, and ask for volunteers to demonstrate an argument and a discussion about a topic from the list.

##### Discussion

- What happens when people argue?
- Can you have a discussion when you are angry?
- What is the goal of an argument? Of a discussion?
- What are the benefits of discussion over an argument?

##### Resources

Kreidler, William J. *Creative Conflict Resolution: More Than 200 Activities for Keeping Peace in the Classroom*. Glenview, IL: Good Year Books, 1984.

##### Teacher's Notes

## Elementary School: Grade 3-Grade 5

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 3.1, 3.2, 4.1, 4.2, 5.1, 5.3

Reading/Literature 3.7, 4.6, 5.7

##### History and Social Science

Economics 3.7, 3.9

##### Science

Scientific Investigation, Reasoning and Logic 3.1

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#### Leadership Student Expectations

ES.7: Communication skills  
ES.8: Decision-making skills  
ES.9: Long-term goals

#### Instructional Activity or Strategy

##### Improve a Product

This activity allows students to engage in group problem solving and have fun at the same time.

##### Steps to Complete the Activity

- Ask the class to list products they use at home and at school. Talk about how some of these products might be improved to make them, for example, easier to use, less expensive, more appealing to children, more durable, or more comfortable.
- Divide class into groups of four or five engineering teams. Explain that an engineering team may consist of one or more designers, builders, testing coordinators, and marketers.

Have groups

- Select a product that needs improvement.
- Decide what kind of improvement to make (set a goal for the solution).
- Discuss how the improvement could be made (suggest alternatives).
- Devise criteria by which the group will evaluate alternatives.
- Select the best alternative method of improving the product.
- Draw plans for or build a model of the improved product.
- Test the improved product by comparing it to the goal set in step 2.
- Present the improved product to the class.

##### Discussion

- How did you select the product, determine an improvement, and decide how to accomplish the improvement?
- Did the team have any problems? How did you solve team-related problems?

#### Teacher's Notes



## Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 3.2, 4.1, 5.2, 5.3

Reading 3.6, 4.4, 5.5

Writing 3.10, 4.7, 5.8

#### History and Social Science

Civics 3.10

### Complete SOL Correlations

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- Mathematics
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- Foreign Language
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- CTE Program Areas

### Leadership Student Expectations

ES.10: Community/  
community needs

ES.11: Citizenship

ES.12: Protection and caring

ES.13: Community service

### Instructional Activity or Strategy

#### Volunteering for Service

Many opportunities for school and community service exist for students in the upper elementary grades. Students who participate in these activities increase their understanding of community needs, citizenship, stewardship, and the concept of altruistic service or volunteerism. Students may also need to make choices concerning volunteer opportunities based on time available, resources, and interest, learning a lesson in self-management as well.

#### Suggestions/Ideas

- Organize/participate in collection drives or fundraisers, such as for money for a needy family during a holiday, or pet supplies for the SPCA.
- Visit a nursing/convalescent home and read aloud, tell, or act out stories or poems.
- Become a peer tutor, helping younger students master lessons.
- Write letters or cards to offer emotional support to others, such as children in hospitals, military personnel overseas, or elderly citizens.
- Organize and implement a school activity such as a field day or SCA activity.
- Kidvote: Help set up and staff a voting booth at the regular polling place, so students can “vote” in elections along with their parents.
- Participate on an SCA committee to organize/implement a school project such as a dance or awards assembly.
- Organize/implement a clean-up project for school or community.

#### Resources

The Giraffe Project <http://www.giraffe.org>

#### Teacher’s Notes

## Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 3.1, 4.1

Writing 3.10, 4.7, 5.8

#### Mathematics

Computation and Estimation

3.8, 4.6, 5.3

### Complete SOL Correlations

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- CTE Program Areas

### Leadership Student Expectations

ES.13: Community service

### Instructional Activity or Strategy

#### Trike-A-Thon

This project allows students to assist younger children in an effort to raise money for a worthy cause. It should be held in cooperation with a child care center with children 3 to 5 years old, who ride their tricycles around a track for a pledged amount per “lap.”

#### Steps to Complete the Activity

After students accept the activity as a class service project, have students form committees to

- Cooperate with child care center staff to arrange the date and place for the trike-a-thon.
- Publicize the event by composing and writing letters of explanation to the parents of the child care students and making posters to display at the child care center and within the school.
- Volunteer to talk to the young children about bicycle safety and etiquette.
- Develop sign-up sheets for sponsors. Sponsors should have the choice of a flat donation or a pledge per lap for a certain child.
- Design certificates for the children who participate in the activity.
- On the day of the trike-a-thon, assist children with their tricycles, count laps completed by assigned children, and serve refreshments to participants, volunteers, and parents.
- Assist with clean-up of the area.
- Assist with counting money and pledges, and set up a simple ledger to total contributions.

Once the project is completed, students should write a report detailing the activity. The report should address the following points in addition to a straight account of the events:

- Did your committee have any problems carrying out your assigned tasks? If so, how did you solve these problems?
- Who was/were the leader(s) of your committee? How were they chosen? Did different people act as the leader at different times?
- Would you want to participate in a similar activity again? If so, what would you do differently the next time?

#### Teacher’s Notes

## Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 3.1, 4.1  
Writing 3.10, 4.7, 5.8

#### History and Social Science

Civics 3.10

#### Mathematics

Probability and Statistics  
3.21, 3.22, 4.20, 5.18

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### Leadership Student Expectations

ES.11: Citizenship

### Instructional Activity or Strategy

#### And the Survey Says...

This activity focuses on the large number of community needs that need to be addressed and factors that influence priorities for community action.

#### Steps to Complete the Activity

Have students

- Compile (by brainstorming) a list of communities that exist within the local area. Examples might include educational institutions, small businesses, welfare agencies, religious institutions, animal advocates, entertainment providers, sports franchises, utility companies, professional societies, hobby or common interest clubs (such as a chess or scuba diving club), local politicians, and local law enforcement officers; there are hundreds to choose from.
- Select a manageable number of community groups and determine who would be a spokesperson for each group. For example, a teacher, principal, or school board member might speak for educational institutions, a store owner or manager for a small business, a social worker for a welfare agency.
- Design a survey to determine the three most important community needs from the perspective of each group and why these are considered important.
- Distribute surveys by mail. Develop a persuasive letter to go with the survey that encourages respondents to complete and return it.
- Tally the results.
- Present results in a graph or chart representing the number of respondents who identified a specific need.

#### Discussion

- How many different community needs did you discover?
- Were any groups in agreement as to needs that must be addressed?
- Why do you think different groups place importance on different needs? (For example, why would local businesses think that more downtown parking is very important? Why would parents want tax revenue spent for after-school programs?)
- How do citizens of a community decide which needs are most important?
- If the community decides to address one important need (e.g., a new school), what happens to other needs?

### Teacher's Notes

## Elementary School: Grade 3-Grade 5 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 3.1, 4.1, 5.2  
Writing 3.10, 4.7, 5.8

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

ES.12: Protection and caring

### Instructional Activity or Strategy

#### Let Me Be Your Guide

Students in grades 3, 4, and 5 volunteer to act as school guides. An orientation enables guides to demonstrate knowledge of school rules and procedures, room locations, and effective communication skills.

#### School guide activities could include

- Assisting kindergarten or grade 1 students (or new students in any grade) the first few weeks of school (providing orientation from a student perspective).
- Assisting visitors and escorting them to specific locations around the school.
- Participating in the organization of parent visitation nights.
- Creating a map of the school to help visitors navigate the building or campus.
- Developing a school orientation guide for nonreaders or non-English speakers.
- Developing orientation packets for new students, to include items such as the school schedule, map, lunchtime procedures, descriptions of extracurricular activities, and names of school staff.

#### Teacher's Notes

# Linking Leadership to Instruction

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**LEADERSHIP**  
for the 21st Century



## Middle School: Grade 6-Grade 8

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 6.1, 6.2,  
7.1, 7.2, 8.2

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.1: Self-image

#### Instructional Activity or Strategy

##### Who Am I?

This activity encourages students to explore their own values and gives them an opportunity to explain their values to other students.

##### Steps to Complete the Activity

Have students

- Decorate the *outside* of a paper bag to represent their personality or what they think others readily see/judge/perceive them to be.
- Cut out pictures, words, and ideas and put them *inside* the bag to represent the inner self (such as values, personality traits, or beliefs).
- Present to the class the bag they have decorated.
- Share with the class one trait from inside the bag.
- Discuss the differences between what others seem to be and what they really are.

##### Discussion

The concluding discussion led by the teacher could be enlarged to encourage students to develop their hidden or private attributes and to encourage students to accept differences in others more readily.

##### Materials

Paper bags, magazines, newspapers, glue

##### Teacher's Notes

## Middle School: Grade 6-Grade 8

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 6.2

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.1: Self-image

MS.2: Influence on others

#### Instructional Activity or Strategy

##### The Lemon Game

This activity encourages students to explore the importance of individual differences, the need for astute observational skills, and sensitivity to personal characteristics.

##### Steps to Complete the Activity

Have each student

- Select a lemon and examine it very carefully by, for example, rolling it, squeezing it, handling it, and inspecting it.
- GET TO KNOW HIS OR HER LEMON.
- Give the lemon back to the teacher.
- Find his or her lemon from the collection.

##### Discussion

- How many of you are very sure you reclaimed your original lemon? Why?
- What parallels are there between differentiating among lemons and differentiating among people?
- Why can't we get to know people as rapidly as you got to know your lemon?
- What conclusions might we draw about human differences and human behavior?

##### Materials

One lemon for each student

##### Teacher's Notes



## Middle School: Grade 6-Grade 8

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 6.1, 6.2, 7.1,  
7.2, 8.1, 8.2

Reading/Literature 8.6

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.1: Self-image  
MS.3: Interests, values, and  
skills of others

#### Instructional Activity or Strategy

##### My Coat of Arms

This activity encourages students to examine and identify what is of fundamental importance to them.

##### Steps to Complete the Activity

Give each student a sheet with a blank coat of arms that has six spaces.

Have each student

- Follow the teacher's directions for what to draw in each space. For example, the first space may have a picture of family; the second space may have a picture of the student's greatest success; the third space may have a picture of the student's plan for the future; the fourth space may have a picture of the student's greatest failure; the fifth space may have a picture of the student's favorite musical instrument; and the sixth space may have a picture of the student's greatest influence.
- Exchange his or her coat of arms with another student and talk about what they learn about each other.
- After discussion, choose the one aspect of his or her coat of arms that he or she thinks is most important and present it to the class. The oral presentation could be expanded to a written activity.

##### Discussion

- What did you learn about yourself through this activity?
- What did you learn about your classmates through this activity?
- Why are symbols useful for understanding people and ideas?
- If your parent/sibling were to do this activity, would the pictures be similar to yours? How would they be different?
- How will your coat of arms be different in ten years?

##### Materials

Paper, magic markers, pencil, etc.

##### Teacher's Notes

## Middle School: Grade 6-Grade 8

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 6.1, 6.2, 7.1,  
7.2, 8.1, 8.2

Reading/Literature 6.3, 7.4,  
8.4

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.1: Self-image

MS.2: Influence on others

MS.3: Interests, values, and  
skills of others

#### Instructional Activity or Strategy

##### What Do *You* Think?

This activity encourages students to identify and express their ideas in an informal setting.

##### Steps to Complete the Activity

Have students

- Form a small circle (no more than six students per group).
- Fill in the blank as the leader introduces a sentence. Sample sentences may include:
  - “If I were a sign, I would say. . .”
  - “If I were an animal, I would be. . .”
  - “If I were a jacket, I would look like. . .”
  - “Three words that describe me are. . .”
  - “I feel good when. . .”
  - “What makes me really angry is. . .”
  - “My goal for this year is. . .”
  - “The person I admire most is. . .”
- Elaborate on their ideas or ask each other additional questions.

##### Discussion

The teacher may remind students of the importance of self-discovery and self-knowledge. Also, the teacher may want to encourage students to be sensitive to others' feelings and differences of opinion.

##### Resources

Idea for this activity is from the following resource: Fiscus, Lyn, ed. *Leadership Curriculum Guide*. Reston, VA: National Association of Secondary School Principals, 1995.

##### Teacher's Notes

## Middle School: Grade 6-Grade 8

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 6.1, 6.2, 7.1, 7.2, 8.2

Reading/Literature 6.5, 7.6, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

##### Science

Force, Motion, and Energy 4.3f

Earth Patterns, Cycles, and Change 4.7d

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.4: Characteristics of leaders

#### Instructional Activity or Strategy

##### Scientists Are Leaders, Too!

The purpose of this activity is to use the successes of scientists to demonstrate leadership characteristics important for effective leadership. (This activity could also be used to highlight other fields and careers, such as artists, musicians, entertainers, mathematicians, athletes, small business owners, fire and police chiefs, teachers, journalists, etc.)

##### Steps to Complete the Activity

Have students

- First do research on the life and accomplishments of a famous scientist. The research can be done alone or in groups.
- Identify some characteristics of an effective leader.
- Answer the following questions based upon their research:
- What characteristics does this scientist have that are consistent with the characteristics of an effective leader?
- What unique experiences does this scientist have that enabled him or her to be an effective leader?
- How has this scientist promoted his or her vision?
- How have collaborative efforts of scientists affected the past, the present, and perhaps the future?
- Present their research to the class in an oral presentation.

##### Discussion

A follow-up activity could include a debate about which scientist was the most effective leader.

##### Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet. Students may also use their textbooks and the school and local libraries.

##### Teacher's Notes

## Middle School: Grade 6-Grade 8

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 6.1, 6.2, 7.1, 7.2, 8.1, 8.2, 8.3

Reading Literature 6.5, 7.7, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

##### History and Social Science

U.S. History 1877-Present

USII.3, USII.6, USII.8

Civics CE.6

World History and

Geography to 1500 A.D.

WHI.3, WHI.4, WHI.7,

WHI.8

##### Science

Earth Patterns, Cycles, and Change 4.7d

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.4: Characteristics of leaders

MS.6: Role of context in leadership

#### Instructional Activity or Strategy

##### “Profiles in Courage”

The purpose of this activity is to allow students to discover the leadership characteristics of certain famous leaders.

##### Steps to Complete the Activity

Have students

- First do research on the life and accomplishments of a famous political leader. The research can be done alone or in groups.
- Analyze the situations in which their leader demonstrated original, courageous, or creative leadership. Imagine how their leader would react to situations today. For example, how would George Washington react to civil rights legislation? How would Martin Luther King, Jr. react to the current political situation in South Africa? Write a series of questions for their leader to answer that reflect his or her character and his or her leadership abilities.
- Present their research to the class in an interview format (perhaps like one of the news talk shows—“Face the Nation” etc.)

##### Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet.

Students may also use their textbooks and the school and local libraries.

#### Teacher’s Notes

## Middle School: Grade 6-Grade 8

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 6.1, 6.2, 7.,  
7.2, 8.1, 8.2

Reading/Literature 6.5, 7.6,  
7.7, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7,  
8.8

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.4: Characteristics of  
leaders

#### Instructional Activity or Strategy

##### What Does It Take?

The purpose of this activity is to encourage students to analyze the characteristics of an effective leader by identifying and describing the qualities and traits exhibited by different leaders.

##### Steps to Complete the Activity

Have students

- First read and explore case studies or descriptions of the duties of various leaders. Invite parents, older siblings, or community leaders to visit the class and share experiences about a day in their lives as, for example, a mayor, a store owner, a team captain, a warden, a school teacher, or any other position that requires leadership.
- Break into small groups. Pick one of the leaders from the previous step and come to a consensus about the characteristics and traits needed by this leader to be effective.
- Interview this leader more thoroughly, and discover the sacrifices, risk, and rewards of the job.
- Present their research to the class in an informal presentation.
- Make a list of the characteristics and traits leaders have in common.

##### Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet. Students may also use their textbooks and the school and local libraries.

##### Teacher's Notes

## Middle School: Grade 6-Grade 8

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 6.1, 6.2, 7.1,  
7.2, 7.3, 8.1, 8.2, 8.3

Reading Literature 6.5, 7.7,  
8.6

Research 6.9, 7.10

##### History/Social Science

Civics CE.7, CE.9, CE.12

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.4: Characteristics of leaders

MS.5: Roles and actions of followers

MS.6: Role of context in leadership

#### Instructional Activity or Strategy

##### OK, You Be in Charge

The purpose of this activity is to allow students to understand the complexities of leadership roles.

##### Steps to Complete the Activity

Have students

- Divide into groups of five. Have each student draw a piece of paper from the box marked “jobs.” There are five jobs—mayor, chief of police, school superintendent, director of public services, and director of recreation. This process should continue until the entire class has selected jobs.
- Break into small groups according to job (i.e., all the mayors are together, all the police chiefs together, etc.). Identify and discuss what they believe to be the major responsibilities of each job.
- Research the job and discover additional responsibilities and duties.
- Combine research of all members of the group to form one list of the job duties of each job.
- Form new groups consisting of one mayor, one chief of police, one school superintendent, one director of public services, and one director of recreation in each group. Role play to establish the town’s government, social services, libraries, schools, utilities, and parks. Be sure that each “job” area of interest is included in the town’s creation.
- Present by groups the ideas and suggestions of organization and structure for the town.

##### Discussion

When all groups have finished, the teacher should lead a discussion that explores the varied structures of the “towns.”

##### Instructional Materials and Resources

Students will need a computer lab or classroom computer with access to the Internet. Students may also use their textbooks and the school and local libraries. An additional resource may be: Fiscus, Lyn, ed. *Leadership Curriculum Guide*. Reston, VA: National Association of Secondary School Principals, 1995.

#### Teacher’s Notes

## Middle School: Grade 6-Grade 8 Developing Leadership Skills and Practices

### Standards of Learning

#### English

Oral Language 6.1, 6.2, 7.1, 7.2, 7.3, 8.1, 8.2, 8.3  
Reading Literature 6.5, 7.6, 7.7, 8.6  
Writing 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

#### History and Social Science

U.S. History 1877-Present  
USH.3, USII.6, USII.8  
Civics CE.4

#### Mathematics

Probability and Statistics  
6.18, 6.19, 7.16, 7.17, 7.18, 8.12

#### Science

Resources 6.19

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

MS.7: Effective communication

### Instructional Activity or Strategy

#### Analysis of Public Policy

This activity allows students to conduct research on a public policy issue of personal interest. Group work and an oral presentation help them increase the communication skills that are vital to leadership.

#### Steps to Complete the Activity

Have students

- Brainstorm as a group to identify controversial examples of public policy. Bring up such policies as censorship, flag burning, privacy on the Internet, Electoral College reform, Napster, health care for the elderly.
- Choose one policy to research and investigate. Form small groups in which to work.
- Reconvene by groups to discuss and analyze findings. Students may use graphs, charts, or other methods of data analysis.
- Present findings in an oral group presentation. Encourage other students to respond to the group's presentation.
- Write a persuasive essay or letter to the editor asking for some change in policy as a result of the research and presentations.

#### Instructional Materials and Resources

Students may use their textbooks, school and local libraries, the Internet, or other electronic resources. Of particular help may be the *New York Times* Web site:

<http://www.nytimes.com>.

Analysis of public policy is addressed in the Youth Leadership Initiative (YLI) e-Congress. The e-Congress is introduced as a high school activity on page 83. For more information, visit the YLI Web site (<http://www.youthleadership.net>).

### Teacher's Notes

## Middle School: Grade 6-Grade 8 Developing Leadership Skills and Practices

### Standards of Learning

#### English

Oral Language 6.1, 6.2, 7.1  
7.2, 7.2, 7.3, 8.1, 8.2, 8.3  
Reading/Literature 6.5, 7.6,  
7.7, 8.6  
Writing 6.6, 6.7, 7.8, 7.9, 8.7,  
8.8

### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

### Leadership Student Expectations

MS.7: Effective  
communication  
MS.8: Decision-making skills  
MS.9: Personal vision

### Instructional Activity or Strategy

#### What Would *You* Do If. . .?

This activity allows students to explore what it feels like to take a leadership position in different situations.

#### Steps to Complete the Activity

The teacher should create numerous situations in which leadership skills are needed (examples include natural disaster, death of a family member, political issues, etc.) and write them on separate pieces of paper. Then place the papers in a box.

Have students

- Draw a situation from the box and have a class period to consider the situation and how he or she would provide leadership to solve the problem. During this time use the Internet or the school library to do any research needed.
- Present his or her solutions to the situation to the class in the form of a bulleted list or a written plan in the form of an essay.

#### Discussion

The follow-up activity led by the teacher should include a discussion of the strengths and weaknesses of the solutions. At the end of the class period, students may write an essay analyzing the most effective leadership methods they observed. This activity could also be done by groups. In addition, students may create a list of essential steps to follow in case of an emergency related to the situations presented.

#### Instructional Materials and Resources

Students may use their textbooks, school or classroom libraries, the Internet, or other electronic resources.

#### Teacher's Notes



## Middle School: Grade 6-Grade 8 Developing Leadership Skills and Practices

### Standards of Learning

#### English

Oral Language 6.1, 6.2, 7.1, 7.2, 8.2  
Writing 6.6, 6.7, 7.8, 7.9, 8.7, 8.8

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

MS.7: Effective communication  
MS.8: Decision-making skills

### Instructional Activity or Strategy

#### The Spring Dance

This activity allows students to explore what it feels like to take a leadership position in a difficult situation.

#### Steps to Complete the Activity

- The president of the Student Government Association has announced that the organization has been given permission to sponsor a spring dance. The president is responsible for making sure that everything is done in a timely manner. Panic sets in because there is so much to do. Where and how can the president get help?
- Have students brainstorm what needs to be done to prepare for the dance and make a list of priority concerns. Decide how to delegate the jobs so that all will be done effectively.

#### Discussion

The follow up activity led by the teacher should include a discussion of the strengths and weaknesses of the solutions. A follow-up writing assignment might be for the students to write a short essay from the president's perspective explaining his or her frustrations with preparing for the dance.

### Teacher's Notes

## Middle School: Grade 6-Grade 8

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 6.1, 6.2, 7.1,

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education competencies to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

MS.8: Decision-making skills

#### Instructional Activity or Strategy

##### Organization Is the Key. . .

This activity allows students to assess and develop organizational skills that are crucial to successful leadership.

##### Steps to Complete the Activity

Students are given a list of 15 tasks that must be completed in one week. Each student should organize the tasks on a weekly calendar. The tasks include

- You must complete applications to join two clubs at school by Thursday afternoon.
- Your mother says that you must clean your room from top to bottom or you can't go out this weekend.
- You have soccer practice from 4 to 6 p.m. on Monday and Wednesday.
- You have a huge test on four chapters of history on Friday, and you haven't read three of the chapters.
- You have a dance on Saturday night.
- Your mother wants you to visit your grandparents on Sunday afternoon.
- You have 20 math problems to do for Wednesday.
- You have a committee meeting for the Fall Dance on Tuesday before school.
- You have a French test on Thursday.
- You have to baby sit from 1 to 3 p.m. on Sunday.
- You have been invited to a friend's birthday party on Saturday afternoon, and you have to go to the mall to buy a present before the party.
- You have six worksheets to do for your health class.
- You want to go to a special movie before it leaves town on Thursday.
- You have to go to the drama club meeting on Thursday afternoon.
- You have to help your father clean out the garage before Sunday night.

##### Discussion

After students have finished their calendars, the teacher should lead a discussion about how students chose priorities and how they decided what to do when. A master calendar could be created by the whole class. Students may wish to create an individual weekly calendar to organize their real tasks and assignments.

##### Instructional Materials and Resources

Teachers should provide students with a blank weekly calendar. For additional information or ideas, the teacher may consult the following source: Fiscus, Lyn, ed. *Leadership Curriculum Guide*. Reston, VA: National Association of Secondary School Principals, 1995.

##### Teacher's Notes

## Middle School: Grade 6-Grade 8 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 6.1, 6.2, 7.1,  
7.2, 8.1, 8.2

Reading/Literature 6.5, 7.6,  
7.7, 8.6

Writing 6.6, 6.7, 7.8, 7.9, 8.7,  
8.8

Research 6.9, 7.10

#### Mathematics

Probability and Statistics  
6.18, 6.19, 7.16, 7.17,  
8.12

#### Science

Scientific Investigation,  
Reasoning and Logic 6.1  
Resources 6.9

Life Science LS.1, LS.7,  
LS.8, LS.11, LS.12

### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

### Leadership Student Expectations

MS.10: Evaluation of  
community needs

MS.11: Roles and  
responsibilities of citizens

MS.12: Stewardship

### Instructional Activity or Strategy

#### An Environmental Study

The purpose of this activity is to make students more aware of the environmental issues in their community.

#### Steps to Complete the Activity

Have students

- Brainstorm to identify environmental issues that affect their class, school, or community. Examples may include studying the pollution in a local stream, the human impact upon the pollution, the causes of pollution, and the depletion of natural resources.
- Choose an issue to study. Research should include problems caused by the individual, the school, or the community.
- Present their findings to the class, the school, or the local community.
- Write a paper on their research, collect data to graph, interpret, and analyze. The results could be used to make presentations (which include the problem, research, experiment, and solution) to the peer group, administration, or school board. This project could become larger as a student or a group of students incorporate their watershed and then make presentations to a local or state government.

#### Instructional Materials and Resources

Students may refer to any of the following: local soil and water conservation data information; Environmental Protection Agency; Environment Export Council; the Internet; textbooks; school and local libraries. Students may also refer to the following web site: <http://www.projectwild.org>

#### Teacher's Notes

## Middle School: Grade 6-Grade 8 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 6.1, 7.1, 7.2

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

MS.13: Service to communities

### Instructional Activity or Strategy

#### Let Me Help You Learn That

The purpose of this activity is to make students more sensitive toward the learning styles of younger students.

#### Steps to Complete the Activity

Have students

- Talk about how they can help younger students become stronger academically.
- With the help of a guidance counselor or teacher, select younger students who need tutoring.
- Meet for tutoring with the younger child once a week throughout the semester/year.
- Focus on math skills, reading improvement, vocabulary building, or any area needed.
- Analyze the improvements the younger students have made during the semester and chart a course for the next semester or next year.
- Analyze their own tutoring skills and think of ways to improve their skills next time.

#### Instructional Materials and Resources

Students may refer to their classroom teachers, the Internet, textbooks, and school and local libraries.

#### Teacher's Notes

## Middle School: Grade 6-Grade 8 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 6.1, 7.1, 8.1

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

MS.10: Evaluation of  
community needs

MS.12: Stewardship

MS.13: Service to  
communities

### Instructional Activity or Strategy

#### What Does Our School Need?

The purpose of this activity is to make students aware of service projects that can be done to improve the appearance of the school and to encourage them to participate in the projects.

#### Steps to Complete the Activity

Have students

- Identify improvements that could be made in the school. Areas might include cleaning the school grounds, planting flowers outside the school, picking up trash in the halls, beautifying the lunchroom, or creating a mural in a drab hallway.
- Plan how to accomplish their goals. They may need to talk to the principal, the PTA, the custodian, their teachers, and their fellow students.
- Think of ways to include as many students as possible in the service project.

#### Teacher's Notes

## Middle School: Grade 6-Grade 8 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 6.1, 7.1, 8.1  
Reading/Literature 6.5, 7.6,  
7.7, 8.6

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

MS.10: Evaluation of  
community needs  
MS.13: Service to  
communities

### Instructional Activity or Strategy

#### How Can We Help the Hungry?

The purpose of this activity is to make students aware of the plight of the hungry in their communities and to encourage them to take leadership roles to lessen the number of hungry people.

#### Steps to Complete the Activity

Have students

- Research (through newspapers, the Internet, interviews with local officials, and contacts with local churches) to find the identity and location of the hungry in their community.
- Plan how to feed them. Organize a canned food drive, take up contributions in their neighborhoods, or work in the local kitchens that feed the homeless.
- Think of ways to include as many students as possible in this service project and think of ways to make this an on-going, year-round project.

#### Resources

Local officials and church leaders, the Internet, and any other sources of local information

#### Teacher's Notes

# Linking Leadership to Instruction

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**LEADERSHIP**  
**for the 21st Century**





## High School: Grade 9-Grade 12

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Reading/Literature 9.3, 9.4,  
10.3, 10.4, 11.3, 12.4

Writing 10.9

Research 9.8, 10.11

##### History and Social Science

World History and

Geography to 1500 A.D.

WHI.5, WHI.6, WHI.13

World History and

Geography 1500 A.D. to  
the Present WHII.13

Virginia and U.S. History

VUS.5, VUS.7, VUS.13

Virginia and U.S.

Government GOVT.2,  
GOVT.10

#### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

#### Leadership Student Expectations

HS.1: Self-image

HS.2: Evaluation of own  
behavior

HS.3: Improvement of  
leadership skills

#### Instructional Activity or Strategy

##### The Great Act

The purpose of this activity is to discover ways to capitalize on individual strengths and to improve areas of weakness. Before individuals can improve, they must begin a process of identifying their own strengths and weaknesses. Although not initially exhaustive, this process will assist the students in identifying their strengths and weaknesses by identifying the strengths of others that they would like to emulate.

##### Steps to Complete the Activity

Have students

- Take Handout #1 to six people who know them either in or out of school and have each person write in the space provided one good, great, or impressive positive act which they have seen the student do. Do not allow them to use the student's name in their responses on the handout. When students have completed Handout #1, have them turn it in.
- Post students' "great acts" on the board. An act may be listed only once. Return Handout #1 along with Handout #2.
- In Handout #2's left-hand column, have students enter six good acts from the list on the board that they have not done but would like to be known for doing. In the right-hand column, have them briefly describe what they might do to achieve these acts.
- Discuss the students' responses with them and suggest ways that each person may continue this process.

##### Discussion

The concluding discussion could be enlarged to examine the good acts of individuals as seen in works of literature, history, or any other discipline in which leadership is vital. The activity may be introduced with a video or a story read about an individual leader who is newsworthy or popular at the present time.

See next page for sample handouts.

##### Resources

Handouts #1 and #2

Other resources may include people, organizations, equipment, print/non-print resources, handouts, games, videos, Internet sites.

##### Teacher's Notes

**Handout #1**

**Instructions:** Take this form to six people who know you well. Ask each person to write down one single good or impressive positive act he or she has seen you perform. Do not use your real name on this form. When the form is complete, give it to your teacher.

Student's "alias" \_\_\_\_\_

- 1. \_\_\_\_\_  
\_\_\_\_\_
- 2. \_\_\_\_\_  
\_\_\_\_\_
- 3. \_\_\_\_\_  
\_\_\_\_\_
- 4. \_\_\_\_\_  
\_\_\_\_\_
- 5. \_\_\_\_\_  
\_\_\_\_\_
- 6. \_\_\_\_\_  
\_\_\_\_\_

**Handout #2**

**Instructions:** In column 1, write down six great acts from the list on the board that you would like to accomplish. In column 2, write a brief description of how to achieve each act. When the form is complete, give it to the teacher.

**Acts of Others for Which I Would Like To Be Known**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

**How To Achieve**

- 1. \_\_\_\_\_
- 2. \_\_\_\_\_
- 3. \_\_\_\_\_
- 4. \_\_\_\_\_
- 5. \_\_\_\_\_
- 6. \_\_\_\_\_

## High School: Grade 9-Grade 12

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 10.1

Writing 9.6, 10.7, 11.7, 12.7

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

HS.1: Self-image

#### Instructional Activity or Strategy

##### Hello, My Name Is . . . and I Am . . .

The purpose of this activity is for students to learn more about themselves through interaction with other people.

##### Steps to Complete the Activity

Have students

- Write their first name in the center of a 4 x 6 index card.
- Write in each of the four corners an adjective that they think describes an important aspect of their personality.
- Introduce personality traits to another student. Talk about the experiences that led to the choice of each adjective.
- Allow each partner to choose the other's most important trait.
- Introduce each other to the larger group not only by name but also by personality traits. The key trait should be emphasized to the group.
- Write a short essay describing their four personality traits and what they learned about themselves from this activity. This activity should encourage students to continue to develop their strengths.

##### Materials

Materials may include index cards and magic markers.

##### Teacher's Notes

## High School: Grade 9-Grade 12

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 10.1

Writing 9.6, 10.7, 11.7, 12.7

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

HS.1: Self-image

HS.2: Evaluation of own behavior

HS.3: Improvement of leadership skills

#### Instructional Activity or Strategy

#### Recognizing Leadership Qualities in Yourself

The purpose of this activity is for the students to discover their own leadership qualities. By examining past situations, the students should be able to discover new leadership potential within themselves.

##### Steps to Complete the Activity

Have students

- List ways they have been a leader in the school, the community, the church, the family, or other situations.
- Circle the roles they liked best.
- Write an explanation of why they liked the roles best and why they did not like other roles.
- In small groups analyze each other's strengths and weaknesses.
- At the end write a short essay explaining ways to build on their their strengths and limit their weaknesses as a leader. They should also consider future leadership roles in their lives.

##### Resources

Resources may include other people, personal diaries, or journals.

##### Teacher's Notes

## High School: Grade 9-Grade 12

### Developing Knowledge of Self and Others

#### Standards of Learning

##### English

Oral Language 9.2, 9.4, 10.1, 10.2, 11.1

Writing 9.6, 10.7, 11.7, 12.7

Research 9.8, 10.11

##### Science

BIO.6i

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
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- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

HS.3: Improvement of leadership skills

#### Instructional Activity or Strategy

##### A Discussion of Ethics

The purpose of this activity is for the student to develop an awareness of and respect for the opinions of other people.

##### Steps to Complete the Activity

Have students

- Do research and write their opinions of such issues as criminal profiling, the impact of DNA technologies, welfare reform, and charter schools.
- Divide into small groups of 4-5 to discuss each other's opinions. Be sure that all students express their ideas on each issue.
- Write an explanation of how their opinions were influenced or even changed by the ideas of others.

##### Discussion

The teacher should lead a closing discussion on the strengths and weaknesses of students' opinions. This may be a good place to discuss being open-minded to opposing ideas because a good leader must listen to opposing ideas.

##### Resources

Resources may include other people, personal diaries or journals, the Internet, and libraries.

##### Teacher's Notes

## High School: Grade 9-Grade 12

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 9.2, 11.1, 12.1  
Reading/Literature 9.4, 11.4  
Research 9.8, 10.11, 11.9

##### History and Social Science

Virginia and U.S. History  
VUS.1, VUS.2  
Virginia and U.S.  
Government GOVT. 1

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

HS.4: Characteristics of leaders  
HS.6: The role of context in leadership

#### Instructional Activity or Strategy

#### Creating the Ideal President

As a review of several presidencies, students identify effective leadership qualities and traits. They then combine these positive features to create a hypothetical leader presented in acrostic form.

##### Steps to Complete the Activity

Have students

- Make a list of the presidents that have been studied in class. For each president, list the positive leadership qualities each president demonstrated. (These could include integrity, wisdom, moderation, tolerance, self-reliance, initiative, charisma, competence, honesty, care for others, fairness, responsibility, courage, and reliability.) After each quality, cite evidence from history that supports the leadership quality.
- Think up a name for a hypothetical president that might embody at least 10 of the qualities cited above. Several presidents may share one quality. Design an acrostic, using the hypothetical president's name as the vertical line and the qualities of leadership, supported by historical evidence on the horizontal lines.  
***(Hypothetical) President Chuck Martin:***  
Charisma . . . of Teddy Roosevelt who . . .  
Honesty. . . of Abe Lincoln who. . .  
Unique ideas . . . of Jimmy Carter who. . .  
Cleverness of. . . Andrew Jackson who. . .  
Kindness of. . . Franklin Roosevelt who. . .
- Given a hypothetical scenario (e.g., worldwide depression, development of new energy source, outbreak of the plague), analyze and discuss the way their hypothetical leader would handle the situation best. Students should defend their choice in a clear, logical, and valid argument.

##### Resources

Resources may include student's text, the Internet, research materials in the school and neighborhood libraries, and videos.

##### Teacher's Notes

## High School: Grade 9-Grade 12

### Defining Leadership

#### Standards of Learning

##### English

Reading/Literature: 9.4, 11.4  
 Writing: 9.6, 10.7, 11.7, 12.7  
 Research: 9.8, 10.11, 11.9, 12.8

##### History and Social Science

World History and Geography to 1500 A.D.  
 WHI.5, WHI.6, WHI.7, WHI.9, WHI.13  
 World History and Geography 1500 A.D. to the Present WHII.3, WHII.5, WHII.6, WHII.7, WHII.13  
 Virginia and U.S. History  
 VUS.1, VUS.4, VUS.5, VUS.7, VUS.9, VUS.13, VUS.14

#### Complete SOL Correlations

See note on next page.

#### Leadership Student Expectations

HS.4: Characteristics of leaders  
 HS.6: The role of context in leadership

#### Instructional Activity or Strategy

##### Gallery of World Leaders

In this lesson students first conduct research on leaders from world and American history. Research should yield an analysis of how different contexts had different influences on leaders and an analysis of the characteristics of leaders.

##### Steps to Complete the Activity

Have each student

- First choose a leader from world or U.S. history (e.g., from *World History I*—Pericles, Alexander the Great, Julius Caesar, Joan of Arc, Mohammed, Queen Elizabeth I, Charlemagne; from *World History II*—Peter the Great, Otto Von Bismark, Lady Margaret Thatcher, Gandhi; from *U.S. History*—George Washington, James Madison, Martin Luther King, Jr., Eleanor Roosevelt). Try to avoid any duplication in the selection of leaders.
- Conduct research on the leader, including biography, contributions to society, and influences on him or her as a leader.
- Discuss the role of environment and opportunity in the leader's rise to power.
- After research, create a large, illustrated three-column chart containing the following information:
  - Leader's characteristics:* Interests, values, skills, and other traits.
  - Influences the leader had on the world or U.S.:* Include as many as you can.
  - Influence the times had on the leader:* Include social, economic, political influences.
- Display the posters around the room. Circulate around the room and select the three leaders whose characteristics are most similar to his or her own.
- In a multi-paragraph essay, compare own interests, values, and skills with the three leaders he or she selected.

##### Resources

Resources may include student's text, the Internet, research materials in the school library and neighborhood libraries, and videos.

##### Teacher's Notes



## High School: Grade 9-Grade 12 Defining Leadership

### Standards of Learning

#### English

Oral Language 9.2, 11.1,  
11.2, 12.1  
Reading/Literature 9.4, 11.4,  
12.4  
Writing 9.6, 10.7, 11.7, 12.7  
Research 9.8, 10.10

#### History and Social Science

Virginia and U.S. History  
VUS.5, VUS.6, VUS.7,  
VUS.8, VUS.9, VUS.10,  
VUS.11, VUS.12,  
VUS.13, VUS.14,  
VUS.15

### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

### Leadership Student Expectations

HS.4: Characteristics of  
leaders  
HS.5: Relationship between  
leader and follower  
HS.6: The role of context in  
leadership

### Instructional Activity or Strategy

#### Mock Constitutional Convention

In this lesson students role play key members of the Convention to understand the themes of the U.S. government and personal values of the historical figures.

#### Steps to Complete the Activity

Have students

- Research and write about the members of the Convention.
- Discuss the roles of the followers and the leaders among members of the Convention.
- Discuss the influence of environment and opportunity on the development of leaders among members of the Convention.
- After research, role play their chosen historical figures.
- Debate issues of the Convention.
- Draft a new Constitution.
- Compare values of the original Constitution to values of the new Constitution that they created.

#### Resources

Resources may include student's text, the Internet, research materials in the school and neighborhood libraries.

#### Teacher's Notes

## High School: Grade 9-Grade 12

### Defining Leadership

#### Standards of Learning

##### English

Oral Language 9.2, 10.1  
 Reading/Literature 9.3, 9.4,  
 10.3, 11.3  
 Writing 9.6, 10.7, 11.7, 12.7  
 Research 9.8, 10.11

##### History and Social Science

World History and  
 Geography to 1500 A.D.  
 WHI.5, WHI.6, WHI.7,  
 WHI.9, WHI.13  
 World History and  
 Geography 1500 A.D. to  
 the Present WHII.3,  
 WHII.6, WHII.9,  
 WHII.12, WHII.13  
 Virginia and U.S. History  
 VUS.5, VUS.6, VUS.7,  
 VUS.8, VUS.10, VUS.12,  
 VUS.13, VUS.14

#### Complete SOL Correlations

See note on next page.

#### Leadership Student Expectations

HS.4: Characteristics of  
 leaders  
 HS.5: Relationship between  
 leader and follower  
 HS.6: The role of context in  
 leadership

#### Instructional Activity or Strategy

##### Pairing World Leaders

Students will learn that different leadership styles are effective in different venues and at different times.

##### Steps to Complete the Activity

Have students

- Compare and contrast leaders in history (e.g., Andrew Jackson and Abraham Lincoln, Grant and Lee, Alexander the Great and Ghengis Khan, Martin Luther King, Jr. and Gandhi).
- Discuss the strengths and weaknesses of these pairs in terms of their leadership styles and effectiveness.
- Brainstorm the influence and importance of effective followers in the selection of world leaders.
- Discuss the effect of environment and opportunity in a leader's rise to power.
- Debate questions about the best style of government from the perspective of these leaders.
- Create a poster, write a paper, conduct an interview with "the leader," or any other activity which reflects the students' understanding of the character or leader.

##### Resources

Resources may include student's texts, the Internet, research materials in the school library and neighborhood libraries.

#### Teacher's Notes

## High School: Grade 9-Grade 12 Developing Leadership Skills and Practices

### Standards of Learning

#### English

Oral Language 9.2, 10.1,  
10.2, 11.1, 11.2, 12.1,  
12.2  
Reading/Literature 9.4, 11.4  
Writing 12.7  
Research 9.8, 10.11

#### History and Social Science

Virginia and U.S. History  
VUS.1, VUS.4, VUS.5,  
VUS.6, VUS.7, VUS.8,  
VUS.9, VUS.12, VUS.13,  
VUS.14  
Virginia and U.S.  
Government: All

### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

### Leadership Student Expectations

HS.7: Effective  
communication  
HS.8: Decision-making skills  
HS.9: Relationship between  
personal and group vision

### Instructional Activity or Strategy

#### Youth Leadership Initiative e-Congress

The YLI e-Congress simulation challenges students to solve problems faced by real congressional leaders. Students are asked to evaluate national issues and draft legislation that proposes solutions to the problems. They then meet in assigned congressional subcommittees to debate their legislation and persuade fellow members to support their bills with a vote.

#### Steps to Complete the Activity

Have students

- Visit the Youth Leadership Initiative Web site ([www.youthleadership.net](http://www.youthleadership.net)).
- Select YLI e-Congress.
- Select YLI e-Congress Program Description for a complete overview of the project.

The teacher may choose to participate formally in the e-Congress, which requires at least eight class periods, or he/she may self-select specific lessons from the Web site.

#### Resources

Students must have access to a computer lab or a classroom computer. A day-by-day guide to the e-Congress appears in the appendix.

#### Teacher's Notes

## High School: Grade 9-Grade 12

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 9.2, 10.1, 11.1  
Reading/Literature 9.4  
Research 9.8, 10.11, 11.10

#### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education competencies to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

#### Leadership Student Expectations

HS.7: Effective communication  
HS.8: Decision-making skills  
HS.9: Relationship between personal and group vision

#### Instructional Activity or Strategy

##### Corporate Sight

Through this activity, students will learn the importance of corporate vision in the business world.

##### Steps to Complete the Activity

Have students

- Brainstorm the type of corporation they would like to create. The corporation must be a for-profit operation. Decide on the product that the corporation will produce and identify the departments that will be needed (e.g., administration, production, human resources, advertising).
- Write the vision of the corporation. Be sure to include the goals of the corporation and the relationship the corporation wants to have with the customer and the community.
- Break into small groups based on the departments created. Each group should create goals that are in line with the corporate vision.
- Present to the class the ideas of the small groups and evaluate the effectiveness of each department's goals in terms of the overall goals of the corporation.
- As a larger group, discuss the structure of the corporation they have created. Does the structure reflect the vision? Make any changes to the corporation that are needed.

##### Discussion

At the conclusion of the activity, the teacher should ask students about the relationship between the corporate vision and the practical aspects of turning a profit.

- Which is more important—profit or vision?
- How is the vision changed by the pressures of the need for profit?
- How can the vision reflect concern for the environment? Is that important?
- Can a corporation truly care about its customers?
- Can a corporation have a conscience?

##### Resources

Students may want to consult business publications, the Internet, or local libraries for information about existing corporations.

##### Teacher's Notes

## High School: Grade 9-Grade 12

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 9.2, 10.1,  
11.1, 12.1  
Reading/Literature 9.4, 11.4  
Research 9.8, 10.10

##### History and Social Science

Virginia and U.S. History  
VUS.1, VUS.14  
Virginia and U.S.  
Government GOVT. 1,  
GOVT. 6, GOVT. 8,  
GOVT. 18

#### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

#### Leadership Student Expectations

HS.7: Effective  
communication

#### Instructional Activity or Strategy

##### Debate among the Candidates

Through this activity, students will learn the importance of listening to the varied opinions of political candidates. Also students will learn how a formal debate should be structured.

##### Steps to Complete the Activity

Have students

- Study the field of candidates for the position of mayor (or any other local position).
- Divide into teams representing each of the candidates.
- Become as knowledgeable as possible about their candidate and his/her positions on the major issues facing the town/city.
- Choose a moderator and prepare a list of topics for the debate.
- Participate in a debate about these topics.

##### Discussion

At the conclusion of the activity, the teacher should lead a discussion about the effectiveness of the debate.

- Did the debate change anyone's opinion of the candidates?
- How truthful did the candidates appear to be?
- How easy/difficult is it to find out a candidate's position on issues?

##### Resources

Students may consult any sources necessary to find the information they need about the candidates—Internet, newspapers, local forums, and interviews with candidates, etc.

##### Teacher's Notes

## High School: Grade 9-Grade 12

### Developing Leadership Skills and Practices

#### Standards of Learning

##### English

Oral Language 9.2, 10.1, 10.2  
Reading/Literature 9.4, 11.4  
Research 9.8, 10.11, 11.10

##### History and Social Science

World History and  
Geography to 1500 A.D.:  
All  
World History and  
Geography 1500 A.D. to  
the Present: All  
Virginia and U.S. History:  
All  
Virginia and U.S.  
Government: All

#### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

#### Leadership Student Expectations

HS.7: Effective  
communication

#### Instructional Activity or Strategy

##### Examining Leadership Styles

By taking a look at successful leaders throughout history, the students will learn about different styles of leadership and how the styles influence the leader's success.

##### Steps to Complete the Activity

This activity can be done by one student, in pairs, or in small groups.

Have students

- Choose a leader to study.
- Conduct research on the leader to determine his or her successes and failures. Also identify the leader's style of leadership.
- Present research to the class.
- Create a poster displaying the selected leader's style of leadership.

##### Discussion

At the conclusion of the oral presentations, students should discuss the differences among the leadership styles of the leaders presented to the class. Which styles are most successful? Why? Which styles are least successful? Why?

##### Resources

Students may consult newspapers, textbooks, the Internet, and libraries.

#### Teacher's Notes

## High School: Grade 9-Grade 12 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 9.2, 10.1,  
11.1, 11.2, 12.1  
Reading/Literature 9.4, 11.4  
Writing 10.7, 11.7  
Research 9.8, 10.11

#### History and Social Science

Virginia and U.S. History  
VUS.1  
Virginia and U.S.  
Government GOVT.1,  
GOVT.3, GOVT.9,  
GOVT.17, GOVT.18

### Complete SOL Correlations

Correlations of all Virginia  
Standards of Learning and  
Career and Technical  
Education courses to the  
Leadership Student  
Expectations appear in  
Appendix C. The correlations  
include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical  
Education, and Driver  
Education
- CTE Program Areas

### Leadership Student Expectations

HS.10: Appraisal of  
community needs  
HS.11: Responsibilities of  
citizenship  
HS.12: Stewardship  
HS.13: Leadership through  
service

### Instructional Activity or Strategy

#### Commitment through Service

To demonstrate leadership as individuals or in small groups, students will evaluate their communities in order to identify community needs. Students will devise ways to assume active roles to meet community needs. They then perform and evaluate the service.

#### Steps to Complete the Activity

##### *Preparation*

Have students

- Collect information about the community through local newspaper, field trips, and interviews.
- Brainstorm needs in the community.
- Identify a need matched to their own talents and abilities.
- Contact officials involved (such as non-profit organization directors, government officials, and volunteer organizations).
- Plan the service (such as group responsibilities, schedule, training needs, transportation, permission slips).

##### *Action*

Have students

- Carry out the service project.
- Document the service project.

##### *Evaluation*

Have students

- Record observations.
- Compare outcome with plan of action.
- Evaluate how the project could have been more effective.

##### *Demonstration*

Have students

- Inform the community about the service project (such as class presentations, letter to the school board, article for the school or local paper).

#### Resources

For similar activities, see *The Leadership Magazine*, a publication of the National Association of Secondary School Principals, or access their Web site:

<http://www.nassp.org>.

#### Teacher's Notes

## High School: Grade 9-Grade 12 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 9.2, 10.1,  
11.1, 12.1  
Research 9.8, 10.11

#### History and Social Science

Virginia and U.S.  
Government GOVT.17,  
GOVT.18

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

- English
- History/Social Science
- Mathematics
- Science
- Fine Arts
- Foreign Language
- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

HS.10: Appraisal of  
community needs  
HS.11: Responsibilities of  
citizenship

### Instructional Activity or Strategy

#### Help for the Homeless

Through leadership as individuals, in small groups, or in community service organizations, students will learn how to help the homeless people in their community.

#### Steps to Complete the Activity

Have students

- Contact community leaders to identify the needs of homeless people in the community.
- Meet in groups to prioritize the needs of three homeless groups—men, women, and children. For example, children may need school supplies, men may need warm jackets, and women may need warm gloves and hats.
- Organize a collection drive for needed articles.
- Plan the distribution of articles.
- Deliver articles to arranged destination.

#### Resources

Community leaders, area church leaders, and civic groups

### Teacher's Notes



## High School: Grade 9-Grade 12 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language 9.2, 10.1,  
11.1, 12.1  
Research 9.8, 10.11

#### History and Social Sciences

Virginia and U.S.  
Government GOVT.17,  
GOVT.18

### Complete SOL Correlations

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### Leadership Student Expectations

HS.10: Appraisal of  
community needs  
HS.11: Responsibilities of  
citizenship  
HS.12: Stewardship  
HS.13: Leadership through  
service

### Instructional Activity or Strategy

#### Vignettes for Social Change

Given scenarios about community needs, students will discover and analyze methods that leaders might use to solve local problems.

#### Steps to Complete the Activity

The teacher will first prepare a vignette about a possible community problem—social, political, economic, or environmental in nature.

Have students

- Get into groups of three or four.
- Select a vignette of particular interest.
- Clearly define the community problem.
- Brainstorm possible plans of action that leaders might use to solve the problem.
- Evaluate all plans in terms of resources needed to carry out the plan and potential benefits of the plan.
- Present the most attractive option to the large group.

#### Resources

Local newspapers, local officials, the Internet

#### Teacher's Notes

## High School: Grade 9-Grade 12 Practicing Leadership through Service

### Standards of Learning

#### English

Oral Language: 9.2, 10.1,  
11.1, 12.1

Research: 9.8, 10.11

#### History and Social Sciences

Virginia and U.S.

Government GOVT.17,  
GOVT.18

### Complete SOL Correlations

Correlations of all Virginia Standards of Learning and Career and Technical Education courses to the Leadership Student Expectations appear in Appendix C. The correlations include:

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- Fine Arts
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- Health, Physical Education, and Driver Education
- CTE Program Areas

### Leadership Student Expectations

HS.10: Appraisal of  
community needs

HS.11: Responsibilities of  
citizenship

HS.12: Stewardship

HS.13: Leadership through  
service

### Instructional Activity or Strategy

#### Leading Younger Students into Service

High school students will design and carry out service projects in which younger students can participate.

#### Steps to Complete the Activity

In this project, older students will mentor younger students to create and implement a service project. The older students will first survey the younger students about the need for service projects in their neighborhood, town, or state.

Have younger students

- Get into groups of three or four.
- Plan the project including where and when the project will take place, how many people should be involved, and what materials will be needed.
- Decide as a group the type of project to be done.
- Participate in the project and the evaluation of its success.

Have older students

- Direct discussion of possible projects.
- Help the younger students organize the project.
- Participate in the project with the younger students.
- Help the younger students evaluate their success or failure in the project.

#### Resources

The local newspaper, and local and school officials

The Youth Leadership Initiative has lessons on service and mentoring. See *Youth Mentoring Project—PROMOTE THE VOTE* in the appendix. Also, see lesson 42 on service projects by visiting the YLI Web site: <http://www.youthleadership.net>.

#### Teacher's Notes